

Welcome to the GED® Tuesdays for Teachers Webinar

- The webinar will start at 3:30 p.m. (EDT), 2:30 p.m. (CDT).
- If you have a technical question, please type it into the question panel.
- When you log on, check your audio to make sure your headphones are working properly. If you use your phone to call in, be sure to enter the appropriate codes.
 - If you do not hear anything during your audio test, look on the dashboard. Open the “audio” tab and select the option you prefer.
- You will not hear the presenters until 3:30 p.m. when the webinar goes live.
- Check the chat box to see any messages from the presenters.
- Thank you for joining us today.

Ending on a High Note: Celebrate Your Successes!

A Tuesdays for Teachers Webinar
by the GED Testing Service®
May 25, 2021



Just So You Know...

The screenshot displays the GoToWebinar Control Panel interface. At the top, it indicates "In Practice Mode" and includes a "Start Webinar" button. The main menu on the left contains several expandable sections: "Sharing", "Dashboard", "Attendees: 1 of 11 (max)", "Audio", "Talking:", and "Handouts: 0 of 5". The "Audio" section is circled in blue, and a blue arrow points to it from the left. The "Talking:" section is also highlighted with a blue arrow from the left. The "Attendees" section has a blue arrow pointing to it from the right. The "Handouts" section has a blue arrow pointing to it from the left. The interface also shows "Computer audio" and "Phone call" options, along with "Built-in Microphone" and "Built-in Output" settings. At the bottom, it displays "Example Webinar" and "Webinar ID# 479-481-027".

Welcome



Debi Faucette, GEDTS
Senior Director



Susan Pittman,
Education
Consultant for PD

In this session, we will...

- Review data from past school year
- Share information that has been learned during the year
- Review tips and strategies to help students do last minute preparation for the GED test
- Preview some of the latest research to highlight some of the challenges that students continue to have in each content area
- Respond to your questions and concerns





Challenges make you discover things about yourself that you never really knew.

—Cicely Tyson

National Data, April 2020 v April 2021: Tests Taken

	April 2020	April 2021
Tests Taken (All)	6,997	66,694
Center-based	6,997	50,602
Online Proctored	0	16,092

National Data, April 2020 v April 2021: Test Takers

	April 2020	April 2021
Test Takers	3,963	39,197
Test Completers	2,035	11,276
Test Passers (Graduates)	1,139	9,713

National Data, July 1, 2020-May 23, 2021: Test Delivery Method

	All Tests	Online Proctored	Center-based
July 1, 2020- December 31, 2020	244,602	52,218 (27%)	192,384
January 1, 2021- May 23, 2021	276,899	76,133 (38%)	200,766

National Data, July 1, 2020-May 23, 2021 Content Area Test Passing Rates

	Center-based	Online Proctored	All (Ave for OP & CB)
Math	75%	85%	77%
RLA	83%	92%	86%
Science	90%	96%	92%
Social Studies	84%	92%	86%

May 2021 Statistics

- Average daily GED tests in May = 658
- May 19 had highest number tests delivered at 858
- ~28% of overall testing volume is OP

Since OP Launched. . .

- Total Credentialed = 25,062
- Total Passed Tests = 105,899
- Total Tests Taken = 131,035

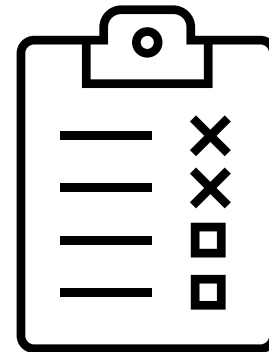
Sneak Peek at Trends in Students' Knowledge & Skill Gaps

The Research says...



How were the content and skills identified?

- identified performance trends based on the field test data



Why are certain knowledge & skills problematic?

- The students may have specific knowledge or skill gaps that need more coverage during GED[®] test preparation
- The students may need to improve their critical thinking and/or reading skills

Mathematical Reasoning

Content Specialist - Michael Bell



Overview – Two Major Areas of Mathematics Skill Gaps

Skills with non-calculator items

- Ordering fractions and decimals
- Applying number properties involving multiples and factors
- Performing operations on rational numbers

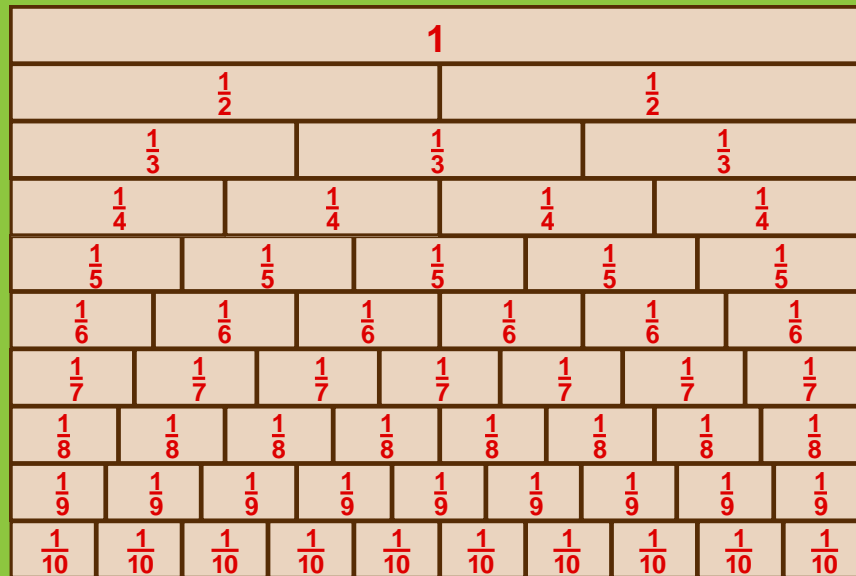
Skills with exponents

- Understanding the laws of exponents
- Working with cubes/cube roots
- Improving skills with exponents and both numerical and algebraic bases

Gap 1: Non-calculator items (examples)

Place $\frac{3}{9}$, $\frac{4}{11}$, and $\frac{3}{7}$ in order from least to greatest.

(Q.1.a)



Gap 1: Non-calculator items (examples)

What is the greatest common factor of 3, 8, and 12? (Q.1.b)

Demonstrate multiple ways to find the GCF.

Choose the greatest

Two Numbers	Factors	Common Factors	Greatest Common Factor	Example Simplified Fraction
9 and 12	9: 1, 3, 9 12: 1, 2, 3, 4, 6, 12	1, 3	3	$\frac{9}{12} = \frac{3}{4}$

GFC of 3, 8, and 12

$$3 = 1, 3$$

$$8 = 1, 2, 4, 8$$

$$12 = 1, 2, 3, 4, 6, 12$$

Combine the prime factors

Two Numbers	Thinking ...	Greatest Common Factor	Example Simplified Fraction
24 and 108	$2 \times 2 \times 2 \times 3 = 24$, and $2 \times 2 \times 3 \times 3 \times 3 = 108$	$2 \times 2 \times 3 = 12$	$\frac{24}{108} = \frac{2}{9}$

Guess and Check

Two Numbers	Thinking ...	Greatest Common Factor	Example Simplified Fraction
9 and 12	$3 \times 3 = 9$ and $3 \times 4 = 12$	3	$\frac{9}{12} = \frac{3}{4}$

Gap 1: Non-calculator items (examples)

Multiply $\frac{2}{3} \times \frac{9}{4}$

(Q.2.a)

Which one is correct?



Do a quick review of the differences between multiplying and dividing fractions!

Example:

$$\frac{1}{2} \times \frac{2}{5}$$

Step 1. Multiply the top numbers:

$$\frac{1}{2} \times \frac{2}{5} = \frac{1 \times 2}{2 \times 5} = \frac{2}{10}$$

Step 2. Multiply the bottom numbers:

$$\frac{1}{2} \times \frac{2}{5} = \frac{1 \times 2}{2 \times 5} = \frac{2}{10}$$

Step 3. [Simplify the fraction](#):

$$\frac{2}{10} = \frac{1}{5}$$

Example:

$$\frac{1}{2} \div \frac{1}{6}$$

Step 1. Turn the second fraction upside down (it becomes a **reciprocal**):

$$\frac{1}{6} \text{ becomes } \frac{6}{1}$$

Step 2. Multiply the first fraction by that **reciprocal**:

(multiply tops ...)

$$\frac{1}{2} \times \frac{6}{1} = \frac{1 \times 6}{2 \times 1} = \frac{6}{2}$$

(... multiply bottoms)

Step 3. Simplify the fraction:

$$\frac{6}{2} = 3$$

Graphics from <https://www.mathsisfun.com/>

Gap 1: Non-calculator items (examples)

Simplify $-4 \times 5 + (36 \div 3) \div 2$

(Q.2.a)

Go from...

To This...

Parenthesis

Exponents

Multiply / **D**ivide

Add + **S**ubtract

GROUPINGS $()\{\}\llbracket\rrbracket$

EXPONENTS N^2

MULTIPLY/DIVIDE \div/\times
(LEFT TO RIGHT)

SUBTRACT/ADD $+/-$
(LEFT TO RIGHT)

Gap 2: Exponents

- Specific indicators: Q.1.c (laws of exponents); Q.2.c (cubes/cube roots); but NOT Q.2.b (squares/square roots)
- Related indicators: geometric formulas (Q.4, Q.5); polynomials (A.1.d – A.1.j); quadratic functions (A.4, A.7.c, A.7.d)

Gaps include expressions with both numerical bases and algebraic bases (i.e., variables).

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 - A.1.j); quadratic functions (A.4, A.7.c, A.7.d)

Law	Example
$x^1 = x$	$6^1 = 6$
$x^0 = 1$	$7^0 = 1$
$x^{-1} = 1/x$	$4^{-1} = 1/4$
$x^m x^n = x^{m+n}$	$x^2 x^3 = x^{2+3} = x^5$
$\frac{x^m}{y^n} = x^{m-n}$	$\frac{x^6}{x^2} = x^{6-2} = x^4$
$(x^m)^n = x^{mn}$	$(x^2)^3 = x^{2 \times 3} = x^6$
$(xy)^n = x^n y^n$	$(xy)^3 = x^3 y^3$
$\left(\frac{x}{y}\right)^n = \frac{x^n}{y^n}$	$\left(\frac{x}{y}\right)^2 = \frac{x^2}{y^2}$
$x^{-n} = \frac{1}{x^n}$	$x^{-3} = \frac{1}{x^3}$

Simplify

$$(-2)^6 \times [(-2)^3]^2$$

$$(-2)^6 \times (-2)^{3 \times 2}$$

$$(-2)^6 \times (-2)^6$$

When you have the same base,
add the exponents

$$(-2)^{12}$$

Review the product, quotient, and power rules at:

https://www.montereyinstitute.org/courses/DevelopmentalMath/COURSE_TEX_T2_RESOURCE/U11_L1_T2_text_final.html

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Gaps include expressions with both numerical bases and algebraic bases (i.e., variables).

Gap 2: Exponents (examples)

Simplify

$$(-2)^6 \times [(-2)^3]^2$$

$$(-2)^6 \times (-2)^{3 \times 2}$$

$$(-2)^6 \times (-2)^6$$

$$(-2)^6 \times (-2)^6$$

When you have the same base, add the exponents

$$(-2)^{12}$$

Cubes From 0^3 to 6^3

$$0 \text{ cubed} = 0^3 = 0 \times 0 \times 0 = 0$$

$$1 \text{ cubed} = 1^3 = 1 \times 1 \times 1 = 1$$

$$2 \text{ cubed} = 2^3 = 2 \times 2 \times 2 = 8$$

$$3 \text{ cubed} = 3^3 = 3 \times 3 \times 3 = 27$$

$$4 \text{ cubed} = 4^3 = 4 \times 4 \times 4 = 64$$

$$5 \text{ cubed} = 5^3 = 5 \times 5 \times 5 = 125$$

$$6 \text{ cubed} = 6^3 = 6 \times 6 \times 6 = 216$$

Cube Root

A **cube root** goes the other direction:

3 cubed is 27, so the **cube root of 27 is 3**



Science

Content Specialist – Ana Montemayor



Skill Gaps

1. Describe a data set statistically
2. Use counting & permutations to solve scientific problems
3. Probability of Events

Mode

The mode is the value that appears most often in a set of data.

Range is the difference between the lowest value and the highest value.

Range

Median

The median is the middle number in a set of numbers ordered from lowest to highest.

Mean is the total of all values, divided by the number of values.

Mean

Data Sets

Science - Candidate Name

Question 10 of 10

Answer Explanation Calculator

Flag for Review

Researchers collected data to determine volumetric bone density for four samples.

Calculator Reference

The data are recorded in the table below.

Bone Density Data

Sample	Mass of Sample (g)	Volume of Sample (cm ³)
1	6.8	22.6
2	1.7	5.4
3	3.6	11.3
4	5.2	17.4

$$\text{Density (g/cm}^3\text{)} = \text{Mass (g)} / \text{Volume (cm}^3\text{)}$$

What is the average bone density for the data samples provided?

- A. 3.2 g/cm³
- B. 0.36 g/cm³
- C. 0.31 g/cm³
- D. 0.03 g/cm³

Permutations








Make sure students know the difference!

- When the order **doesn't** matter, it is a **Combination**.
- When the order **does** matter it is a **Permutation**.



Probability of Events

$$\text{Probability of an event happening} = \frac{\text{Number of ways it can happen}}{\text{Total number of outcomes}}$$

	M	T	W	TH	F	S	S
Chance of rainfall	70%	80%	90%	80%	60%	20%	0%
							

What does 80% chance of rain mean?

An 80 percent chance of rain (or of any other kind of precipitation) means the weather forecaster believes there will be an eight in ten chance (or 80 chances out of 100) of measurable precipitation (0.01 inch or more) in the area under consideration during the time interval that is specified in the weather forecast



Probability of Events

A committee of three is chosen from five councilors - Adams, Burke, Cobb, Dilby and Evans.

What is the probability Burke is on the committee?

A $\frac{1}{5}$

B $\frac{2}{5}$

C $\frac{1}{2}$

D $\frac{3}{5}$

Abbreviate the names of the five councilors with the letters A, B, C, D and E.

There are 10 possible committees: (A, B, C), (A, B, D), (A, B, E), (A, C, D), (A, C, E), (A, D, E), (B, C, D), (B, C, E), (B, D, E) and (C, D, E)

Of these, Burke is included in 6: (A, B, C), (A, B, D), (A, B, E), (B, C, D), (B, C, E) and (B, D, E)

So:

The Number of ways it can happen = 6

The Total number of outcomes = 10

Probability of an event happening = $\frac{\text{Number of ways it can happen}}{\text{Total number of outcomes}}$

Therefore, the probability Burke is on the committee = $\frac{6}{10} = \frac{3}{5}$

Science Tools and Equipment



Thermometer: a tool that measures temperature.



Balance: used to measure the mass of an object to a known unit of mass.



Compass: a tool that uses a magnetized pointer to show magnetic north.



Barometer: a weather instrument that measures air pressure.



Graduated Cylinder: used to measure the volume of liquids.

Check out: <https://www.slideshare.net/hseufert/science-tools-presentation>

Don't Forget Focusing Themes and Content Topics

		Science Content Topics		
		Life Science (L) (40%)	Physical Science (P) (40%)	Earth and Space Science (ES) (20%)
Focusing Themes	Human Health and Living Systems	<ul style="list-style-type: none"> a. Human body and health b. Organization of life (structure and function of life) c. Molecular basis for heredity d. Evolution 	<ul style="list-style-type: none"> a. Chemical Properties and Reactions Related to Human Systems 	<ul style="list-style-type: none"> a. Interactions between Earth's systems and living things
	Energy and Related Systems	<ul style="list-style-type: none"> e. Relationships between life functions and energy intake f. Energy flows in ecologic networks (ecosystems) 	<ul style="list-style-type: none"> b. Conservation, transformation, and flow of energy c. Work, motion, and forces 	<ul style="list-style-type: none"> b. Earth and its system components and interactions c. Structure and organization of the cosmos

For more information, check out the GED Assessment Guide – Science
https://ged.com/wp-content/uploads/assessment_guide_for_educators_science.pdf

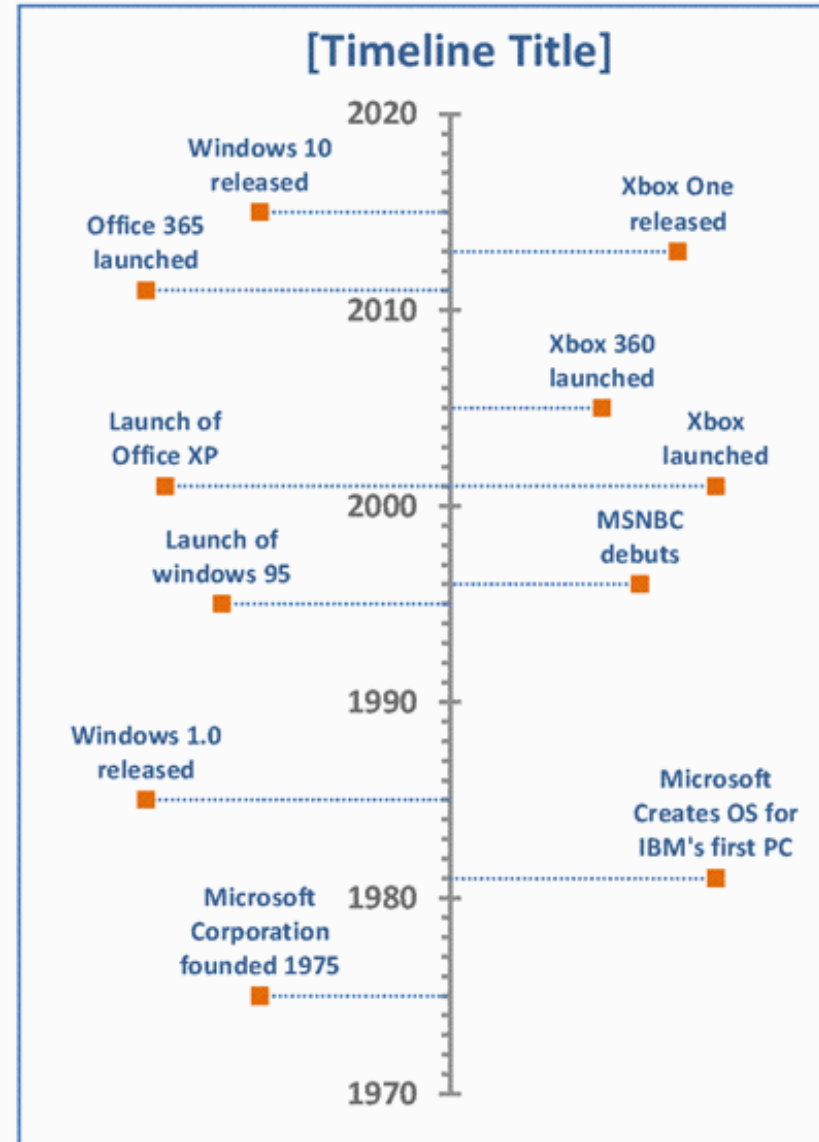
Social Studies

Content Specialist – Patrick Duran



Skill Gaps

1. *Identify evidence to support inferences (SSP.1.b)*
2. *Sequence of events (SSP.3.a)*



Evidence and Inferences

A recent magazine article examined government in the United States during the first decades after independence from Britain.

Question:

Which quotation from the article allows a reader to infer that the power of the U.S. government is limited?

- A "A fear of tyranny led to the creation of a national government under the Articles of Confederation, which lasted less than a decade."
- B "As a result, the founders drafted the U.S. Constitution, which addressed weaknesses of the Articles of Confederation."
- C "The U.S. Constitution, ratified over two hundred years ago, greatly changed the relationship between the national and state governments."
- D "The U.S. Constitution included safeguards to protect individual rights against abuse by the government."

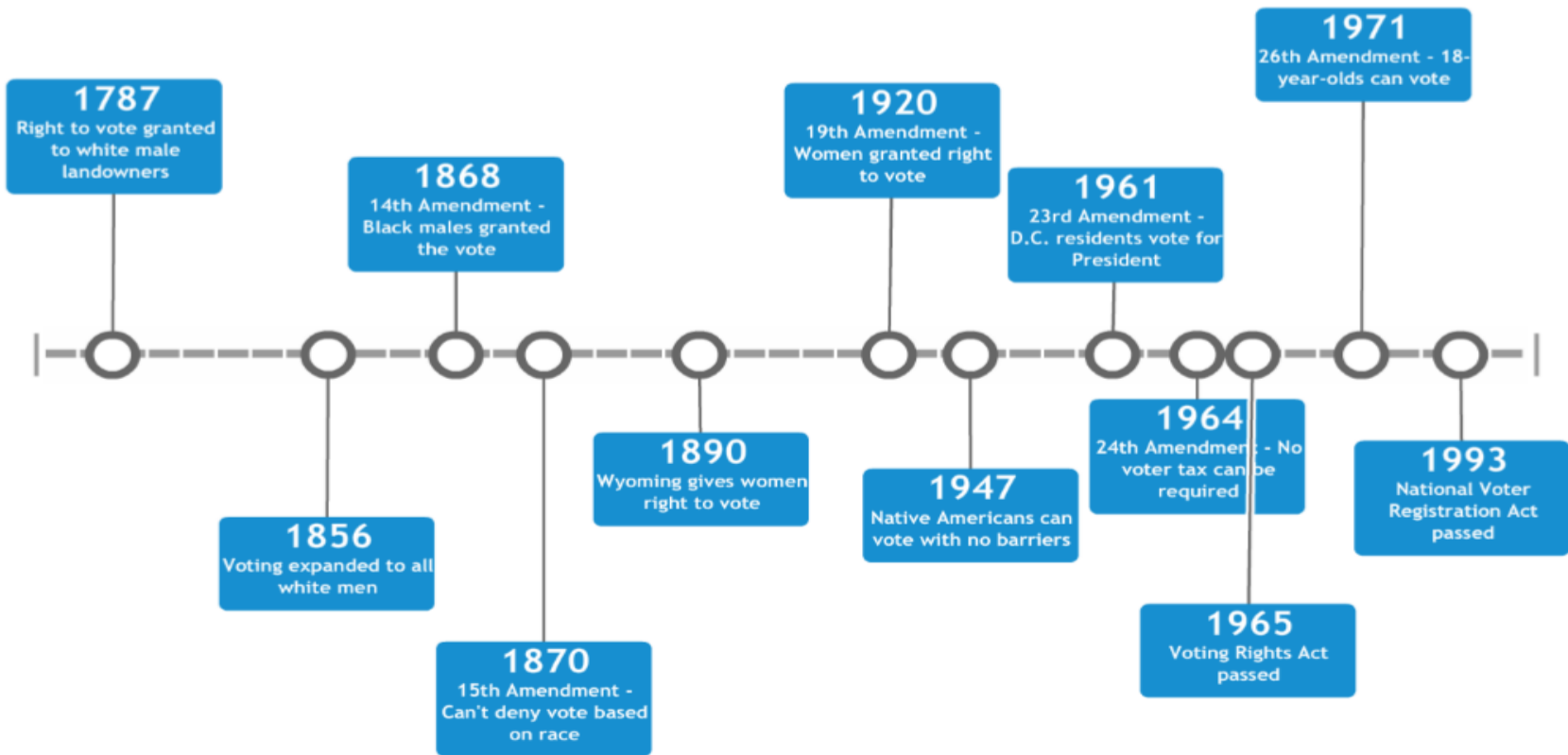
Voting – Your Voice



TIMELINE

Voting Rights

By: SKPittman



Don't Forget Focusing Themes and Content Topics

Focusing Themes	Social Studies Topic Matrix			
	CG: Civics and Government (50%)	USH: U.S. History (20%)	E: Economics (15%)	G: Geography and the World (15%)
I. Development of Modern Liberties and Democracy	<ul style="list-style-type: none"> a. Types of modern and historical governments b. Principles that have contributed to development of American constitutional democracy c. Structure and design of United States government d. Individual rights and civic responsibilities 	<ul style="list-style-type: none"> a. Key historical documents that have shaped American constitutional government b. Revolutionary and Early Republic Periods c. Civil War & Reconstruction d. Civil Rights Movement 	<ul style="list-style-type: none"> a. Key economic events that have shaped American government and policies b. Relationship between political and economic freedoms 	<ul style="list-style-type: none"> a. Development of classic civilizations
II. Dynamic Responses in Societal Systems	<ul style="list-style-type: none"> e. Political parties, campaigns, and elections in American politics f. Contemporary public policy 	<ul style="list-style-type: none"> e. European population of the Americas f. World War I & II g. The Cold War h. American foreign policy since 9/11 	<ul style="list-style-type: none"> c. Fundamental economic concepts d. Microeconomics and macroeconomics e. Consumer economics f. Economic causes and impacts of wars g. Economic drivers of exploration and colonization h. Scientific and Industrial Revolutions 	<ul style="list-style-type: none"> b. Relationships between the environment and societal development c. Borders between peoples and nations d. Human migration

For more information, check out the GED Assessment Guide – Social Studies

https://ged.com/wp-content/uploads/assessment_guide_for_educators_social_studies.pdf

Reasoning through Language Arts

Content Specialist – Amy Hathorn



Skill Gap

1. Editing Passages

- a. Technology Enhanced Items
- b. Extended Response

• **MARK** with strong feeling

, **COMMA** Separates things in a list

;
SEMICOLON Separates two complete, related sentences

: **COLON** Used to list things

' **APOSTROPHE** Shows ownership

“ ” **QUOTATION MARKS** Shows a person's dialogue

() **PARENTHESIS** Adds more detail

/ **SLASH** Shows alternatives

Don't Forget the Basics

#	Indicator
L.1.1	edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's its) <ul style="list-style-type: none">• <i>They don't know the definitions</i>
L.1.2	edit to correct errors in straightforward subject-verb agreement <ul style="list-style-type: none">• <i>Struggle when subject and verb are separated</i>
L.1.9	edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity <ul style="list-style-type: none">• <i>Struggle with transition words (therefore, additionally, in contrast, however)</i>
L.2.3	edit to ensure correct use of apostrophes with possessive nouns <ul style="list-style-type: none">• <i>They are drawn to options without apostrophes</i>
L.1.8	edit to eliminate wordiness or awkward sentence construction <ul style="list-style-type: none">• <i>They are drawn to wordy options that emphasize and repeat</i>

For More Research Highlights, Strategies, and Resources

Stay Tuned for Upcoming T4Ts this Fall!



Last days of school



Events and Updates



Back To School



STATE OF THE **GED**
Event

June 3rd, 12 pm EST

For more details contact Mimi at mimi.abdulkadir@GED.com

State of the GED Event

Thursday, June 3, 2021 11:00 AM - 12:30 PM CDT

Join us on June 3rd at 12PM EDT for a virtual event for all GED administrators and adult educators. We are excited to get together and share the great strides we have made since last year.

Here's a sneak peek at the agenda:

- Becoming a more learner-centric organization
- DE&I initiatives for the company
- New partnerships and alliances
- New board members

Please send any questions to Mimi Abdulkadir at mimi.abdulkadir@ged.com



Tuesdays for Teachers

June 15, 2021

3:30 p.m.-5:00 p.m. EDT

Featuring:

**Aztec Software & GED Testing Service
Collaboration for Improved Student Outcomes**



Ongoing Research: Online Proctored (O.P.) Test

- O.P. test taker survey going out this week
- Analyzing O.P. pages – videos, links, content, system test
- Implementing an experiment on the 60-day requirement for GED Ready “Green” for O.P. Test

Moving Toward Post Pilot for the O.P. Test

May-June – gathering and sharing data to gain approvals and finalize plans

Early July – planning to communicate post pilot plans to field

July-Sept – updated websites:

- ~new, more comprehensive O.P. Testing page for AE

- ~messaging on all enhancements within student account

Additional Operations Updates

**As of June 1, VUE will no longer accept
expired IDs
for online proctored testing or in person testing.**

- Stay tuned, discussions will continue on this topic.

Need More?

https://ged.com/educators_admins/teaching/professional_development/webinars/

The screenshot shows the GED website's Professional Development page for educators. The page features a navigation menu with options like 'About The Test', 'Study', 'Grads and Transcripts', and 'Blog'. A search bar and language selector are also present. The main content area is titled 'Professional Development' and includes a paragraph about the importance of teachers' expertise. Below this, there is a section for 'Webinar Trainings' with a laptop icon and a link to 'Access Webinars'. A sidebar on the left contains a list of resources, including 'Professional Development Training' and 'Resources to Guide Your Instruction'.

Professional Development

As teachers, your expertise and commitment is vital to the thousands of students who take the GED® test every year. To help you shine, we have created training resources to guide your GED instruction.

Webinar Trainings

Learn effective classroom strategies and techniques with our bi-monthly Tuesdays for Teachers webinar series, a free professional development webinar series for educators.

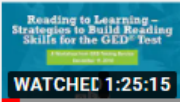
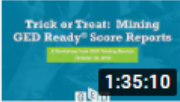
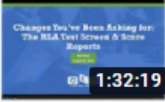

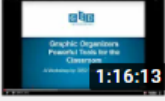


[Access Webinars](#)

Top Resources

- Professional Development Training [View Resource](#)
- Resources to Guide Your Instruction [View Resource](#)
- Free Classroom Materials [View Resource](#)

Need More?

<https://www.youtube.com/playlist?list=PLJ4lvP90ndyXDxVHLZ4hxacF0wIF-C2mc>

1		Reading to Learn – Strategies to Build Reading Skills for the GED Test GED Testing Service
2		Trick or Treat Mining GED Ready Score Reports GED Testing Service
3		Changes You've Been Asking for: The RLA Test Screen & Score Reports GED Testing Service
4		One Site Fits All – Welcome to GED.com GED Testing Service
5		Graphic Organizers – Powerful Tools for the Classroom GED Testing Service
6		Determining What Comes Next Focusing on Sequencing Skills GED Testing Service
7		What Students Need to Know GED® RLA's Extended Response GED Testing Service

Summary:

Content

Events/Updates

Operations



Thank you!

*Communicate with GED Testing Service®
help@ged.com*

